

## HANAHAN ELEMENTARY

4000 Mabeline Road  
Hanahan, SC 29406

**GRADES** K-5 Elementary School

**ENROLLMENT** 986 Students

**PRINCIPAL** Thomas Sparkman 843-553-3290

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	63	11	1	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Excellent	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes

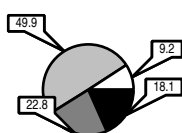
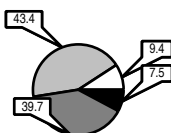
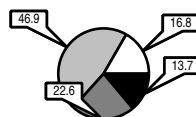
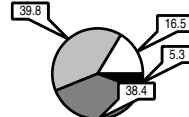
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	509	100.0	8.8	43.7	40.0	7.5	61.9	Yes	Yes
<b>Gender</b>									
Male	290	100.0	8.6	52.6	33.6	5.2	56.3		
Female	219	100.0	9.1	31.5	48.7	10.7	69.5		
<b>Racial/Ethnic Group</b>									
White	356	100.0	6.5	41.2	42.7	9.5	67.7	Yes	Yes
African-American	113	100.0	13.0	53.0	32.0	2.0	45.0	Yes	Yes
Asian/Pacific Islanders	15	100.0	10.0	40.0	50.0	0.0	70.0	I/S	I/S
Hispanic	23	100.0	31.3	37.5	25.0	6.3	43.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	434	100.0	5.8	40.4	45.2	8.6	67.7		
Disabled	75	100.0	26.1	62.3	10.1	1.4	29.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	509	100.0	8.8	43.7	40.0	7.5	61.9		
<b>English Proficiency</b>									
Limited English Proficient	24	100.0	46.7	40.0	13.3	0.0	33.3	I/S	I/S
Non-Limited English Proficient	485	100.0	7.6	43.8	40.9	7.8	62.9		
<b>Socio-Economic Status</b>									
Subsidized meals	216	100.0	14.0	54.4	27.5	4.1	47.2	Yes	Yes
Full-pay meals	293	100.0	5.1	36.0	48.9	9.9	72.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	509	100.0	9.2	49.9	22.8	18.1	60.6	Yes	Yes
<b>Gender</b>									
Male	290	100.0	7.5	48.5	24.6	19.4	61.9		
Female	219	100.0	11.7	51.8	20.3	16.2	58.9		
<b>Racial/Ethnic Group</b>									
White	356	100.0	6.2	46.6	25.5	21.7	67.1	Yes	Yes
African-American	113	100.0	17.0	62.0	14.0	7.0	41.0	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	50.0	30.0	20.0	70.0	I/S	I/S
Hispanic	23	100.0	31.3	43.8	18.8	6.3	43.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	434	100.0	5.6	49.7	24.0	20.7	65.7		
Disabled	75	100.0	30.4	50.7	15.9	2.9	31.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	509	100.0	9.2	49.9	22.8	18.1	60.6		
<b>English Proficiency</b>									
Limited English Proficient	24	100.0	33.3	46.7	20.0	0.0	33.3	I/S	I/S
Non-Limited English Proficient	485	100.0	8.4	50.0	22.9	18.7	61.6		
<b>Socio-Economic Status</b>									
Subsidized meals	216	100.0	16.6	51.8	21.8	9.8	46.1	Yes	Yes
Full-pay meals	293	100.0	4.0	48.5	23.5	23.9	71.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	140	100.0	9.8	27.8	48.1	14.3	62.4
	<b>Grade 4</b>	166	100.0	16.8	46.3	34.9	2.0	36.9
	<b>Grade 5</b>	160	100.0	19.3	59.3	20.0	1.3	21.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	171	100.0	5.4	37.1	41.3	16.2	57.5
	<b>Grade 4</b>	167	100.0	8.8	39.6	45.9	5.7	51.6
	<b>Grade 5</b>	171	100.0	13.3	55.4	30.7	0.6	31.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	140	100.0	9.8	42.1	33.1	15.0	48.1
	<b>Grade 4</b>	166	100.0	11.4	44.3	24.8	19.5	44.3
	<b>Grade 5</b>	160	100.0	16.0	48.7	24.0	11.3	35.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	171	100.0	3.0	61.1	25.1	10.8	35.9
	<b>Grade 4</b>	167	100.0	9.4	40.9	23.3	26.4	49.7
	<b>Grade 5</b>	171	100.0	15.1	48.2	20.5	16.3	36.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 986)				
First graders who attended full-day kindergarten	99.5%	N/C	100.0%	100.0%
Retention rate	2.7%	Up from 1.3%	2.5%	2.7%
Attendance rate	96.0%	Up from 95.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%		3.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%		2.6%	3.5%
Eligible for gifted and talented	23.7%	Down from 25.0%	19.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Up from 7.2%	7.8%	8.2%
Older than usual for grade	0.7%	Up from 0.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 58)				
Teachers with advanced degrees	58.6%	Up from 52.4%	53.8%	51.4%
Continuing contract teachers	91.4%	Up from 85.7%	91.0%	87.5%
Highly qualified teachers**	98.2%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	1.9%		0.0%	0.0%
Teachers returning from previous year	94.9%	Up from 94.2%	89.5%	86.7%
Teacher attendance rate	95.3%	Up from 94.2%	95.0%	94.9%
Average teacher salary	\$42,688	Up 1.6%	\$41,278	\$40,760
Prof. development days/teacher	12.8 days	Up from 10.6 days	11.5 days	12.4 days

School

Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 19.7 to 1	19.7 to 1	18.9 to 1
Prime instructional time	90.4%	Up from 89.2%	90.2%	90.0%
Dollars spent per pupil*	\$5,102	Up 3.7%	\$5,711	\$6,044
Percent of expenditures for teacher salaries*	64.6%	Down from 65.3%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hanahan Elementary School is home to a diverse population of over 1000 students in kindergarten through fifth grade. An outstanding PTA, a highly successful volunteer program, and 32 active business partners are testimonies to the community's firm commitment to quality education. The energy, enthusiasm, and expertise of the faculty and staff are the backbone of our school's success.

A tradition of excellence has been established at Hanahan Elementary as evidenced by eleven school incentive awards and two honorable mentions from the State Board of Education. We have been honored with the Red Carpet Award, the Exemplary Writing Program Hall of Fame Award, and also the Governor's Reading Honor Roll Award. Our school was named a finalist for the Palmetto's Finest Award in 2001, 2003, and again in 2004. Eleven teachers have received National Board Certification and three more have applied for this prestigious award. The school-wide reading program exceeded our goals with students earning more than 60,000 Accelerated Reading points.

Our teachers combine traditional approaches with current research and innovative programs to provide a well-rounded education. ACE (gifted and talented program), Junior Achievement, and Kids Who Care are used to enrich the curriculum. Core Essentials, a character education program, has been implemented school-wide to emphasize valuable character traits. All students are exposed to the arts through the MOSAIC program (using the arts to fight racism). At-risk students receive small group instruction in the areas of reading, writing, and math through after-school tutorials taught by certified teachers. The school day is extended through the after-school program to include homework help, foreign language, science, chorus, karate, and art classes. Two fully equipped computer labs and a minimum of three networked computers in each classroom serve to meet the school's technology needs.

Hanahan Elementary School exemplifies quality education in South Carolina. As we face the challenges of the twenty-first century, we strive to educate each student to his maximum potential in an active learning environment supported by community involvement.

Tom Sparkman, Principal  
Rusty Boston, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	58	161	89
Percent satisfied with learning environment	100.0%	83.8%	92.1%
Percent satisfied with social and physical environment	100.0%	91.3%	89.7%
Percent satisfied with home-school relations	100.0%	87.4%	82.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.